## Connections between Standards

The purpose of this document is to show the connections between standards.  This may be helpful if a student is struggling with a standard.  This document may also be helpful when attempting to sequence standards for instructional purposes.  For each standard, you will see a list of standards to the right.  In most cases, this list indicates standards that have led up to the indicated standard.  Some standards are from the same grade level, and some standards are from prior grades.  This is a clear illustration of the coherence found in the CCSS.  In some cases, standards are best taught at the same time as other standards.  When this occurs, it is noted.

| 7th Grade Standard | Previous Grade Standards | 7th Grade standards to be taught before (scaffolded) | 7th Grade standards to be taught concurrently |
|---|---|---|---|
| **7.RP.A.1**<br>Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.* | • 6.RPA.2 | | |
| **7.RP.A.2**<br>Recognize and represent proportional relationships between quantities.<br>  a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.<br>  b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.<br>  c. Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total* | • 6.RP.A.2<br>• 6.RP.A.3 | • 7.RP.A.1 | • 7.EE.B.4a (Not the fluency portion of the standard) |

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|---|---|---|---|
| *cost and the number of items can be expressed as t = pn.*<br><br>d.  Explain what a point *(x, y)* on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r)* where *r* is the unit rate. | | | |